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ABSTRACT

This mastery test is designed to accompany unit 4 of the second-semester 12th-grade course, "Comparing Political Experiences." The 25-item multiple-choice test was developed by the National Evaluation Systems, Inc. in conjunction with the project directors to determine whether the unit objectives have been achieved. The test measures student knowledge of the concept of political change and its application to different political environments. The test should be administered to the class as a group and then returned to the project headquarters for grading and analysis for possible revision of the student materials. (DE)

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Directions

The test you are about to take has 25 multiple choice questions. Read each question carefully and select an answer choice. You should record your choice by blackening the small space containing the letter corresponding to your answer.

Your answer sheet will be scored by a machine. Therefore, please make your marks dark and only in the answer spaces you select. Look at the sample question below and see how the answer is recorded in the sample answer box.

SAMPLE QUESTION

The opposite of UP is:

- A. over
- B. beside
- C. down
- D. inside

SAMPLE ANSWER BOX

1. ☐ A ☐ B ☒ ☐ D ☐ E

REMEMBER:

1. Use a pencil only (No. 2 lead is best).
2. Use only the answer spaces A, B, C and D. There are NO questions with an "E" choice.
3. If you wish to change an answer, erase the unwanted mark completely.
4. Answer all questions and be sure you have marked your choice correctly. Mark ALL answers on your answer sheet.
5. DO NOT write in your test booklet and do not make stray marks on your answer sheet.
6. DO NOT add to or change the information at the top of the answer sheet. This space is for computer use only.
7. Good luck and take your time.

COMPARING POLITICAL EXPERIENCES is a two-semester high school course developed by the High School Political Science Curriculum Project, under the sponsorship of the American Political Science Association's Committee on Pre-Collegiate Education. The project is supported by funds provided by the National Science Foundation. National Evaluation Systems, Inc., is the evaluation agency responsible for test development.

1. Which of the following is ONE way that mobilization can affect political change?
- A. Mobilization can affect change by gathering public support for or against an issue.
 - B. Mobilization can affect change by decreasing organizational support for the different sides of an issue.
 - C. Mobilization can increase the chance that groups working for change will be unable to work toward a common goal.
 - D. Mobilization can affect change by creating the ground rules within which the system must operate.

2. Which of the following pairs contains evidence which would be useful for testing the related hypothesis?

I. Hypothesis: Citizens in Montreal participate in decision-making at the community level.

Evidence: The number and description of community groups active in Montreal politics.

II. Hypothesis: Students at Regal High School think their student government is effective.

Evidence: The opinions of students who protested against school policies.

- A. I
- B. II
- C. both I and II
- D. neither I nor II

3. An elite system undergoes a change experience. Which of the following statements is true about the resulting system?
- A. It will be a participant system.
 - B. It will be a coalitional system.
 - C. It will be an elite system.
 - D. You can't tell what kind of system it will be without more information.
4. The town meeting has operated as a coalitional group in the past. Two students are forecasting the future of the town meeting.

Zelda: The resources of the townspeople are more evenly distributed now than they used to be. The meeting may continue to operate in a coalitional way or it could become a participant system. Since everyone seems to like the coalitional system, the meetings will probably remain coalitional.

Zachary: If the split between different groups of people in the town becomes too great, the coalitional system probably will be changed. It probably would develop into an elite system because the strongest group of people can take over. The change would be good for the group.

Which person follows all of the steps in the forecasting procedure?

- A. Zelda
- B. Zachary
- C. both Zelda and Zachary
- D. neither Zelda nor Zachary

5. Identify the reason for political change in the situation below.

In the bureaucratic town of Yellow Springs, school board members had power to make all educational decisions. Only town residents were elected to the school board. Although farmers who lived just outside town wanted to be elected, too, town residents would not vote for them. There were too few farmers to out-vote the town residents.

In 1975, many farmers threatened to buy all their supplies from a nearby town. Local business people complained to the town council. The town council then ordered the school board to include at least two farmers as members. Although the town is still run in the same way, farmers now can help to make decisions about the schools their children attend.

Why was there change in this situation?

- A. Because the political environment made the townspeople more understanding of the farmers' needs.
- B. Because the farmers successfully mobilized public support for their position.
- C. Because the farmers had fewer political resources than the town residents.
- D. Because of the interdependence among the farmers, business people, and the town council.

6. You want to compare the resources in the Town Crier Club and the Lions Club. Which question would be MOST useful to you?
- A. Do the Lions Club members have more influence on their club's activities than the Town Crier Club members have on theirs?
 - B. Does the chairperson of the Town Crier Club have better speaking skills than a lot of other people?
 - C. Is it true that the members of the Town Crier Club have the right to vote and members of the Lions Club do not?
 - D. Do the Town Crier Club members who live in town have more resources than the Lions Club members who live in town?

7. Look for an ADVOCATE role in the situation below.

Sam was the one who got the students together to attend the meeting with the principal. Erwin tried to convince the others to put the meeting off until next week, but only Sally agreed with him. They decided that Kate should speak for them and she explained the group's problem to the principal.

Which of the following statements is true about the ADVOCATE role in this situation?

- A. Sam performed an advocate role since he got the group together.
- B. Erwin performed an advocate role since he tried to convince the others to postpone the meeting.
- C. Sally performed an advocate role since she agreed with Erwin.
- D. Kate performed an advocate role since she spoke for the rest of the group when they met with the principal.

8. Read the following episode and the student reactions to it.
Think about the way the students considered the episode.

Cathy had joined an ecology group and was helping the group by reporting any important sources of air pollution in her town. She found out that her father's factory was the largest source of pollution in town. She didn't want to cause problems for her father by reporting him to the group, but she didn't want to let the group down by keeping this information from them.

What should Cathy do?

Vance: I don't want to hear anything about reporting one's own father! You can't expect people to do things like that. Cathy should not report her father to the group.

Karen: No argument can be given to justify reporting one's father. What exactly does this group do, anyway? Maybe Cathy's father can't avoid causing some air pollution. Cathy should not say anything to the group about her father's factory.

Think about the WAY Vance and Karen made their decision--not the decision itself. The way you would consider this issue would be most like:

- A. Vance, since he understands the importance of family ties.
- B. Karen, since she raises some good questions about the issue.
- C. both Vance and Karen, since I agree with their decision.
- D. neither Vance nor Karen, since they will not listen to other people's opinions.

9. Which of the following is ONE way that the political environment can affect political change?
- A. The political environment slows down change by creating responses from within the system.
 - B. The political environment causes change by making issues that used to be ignored seem very important.
 - C. The political environment affects change by organizing people to work toward a common goal.
 - D. The political environment allows people to have their views heard and encourages continued efforts toward change.

10. Decide whether the situation below contains a political change experience.

In 1970, the Chimney Sweep Company was owned and managed by Sam Soot. Sam directed the work of his two helpers. Sam was the only one who had the skill to climb down chimneys, so he always did that himself.

In 1975, Sam still owns and manages the company. But now he has two more assistants so the company can do two jobs at the same time. Sam is kept busy directing his helpers and climbing chimneys. But things still run the same.

Which of the following statements is true about this situation?

- A. It is an example of change because there are more people who do the work.
- B. It is an example of change because Sam's activities changed when the company's resources increased.
- C. It is not an example of change because the distribution of resources and activities remains the same.
- D. It is not an example of change because the company still operates in the same way.

11.

Read the following episode and the student reactions to it. Think about the way the students considered the episode.

The rest of Jim's family hated the smell of smoke in the house and asked Jim not to smoke at home. Jim was used to smoking a lot and could not decide how to handle the situation.

What should Jim do?

Becky: Like Allan says, it will probably be hard for Jim to stop smoking. But it isn't right for Jim to force everyone else to breathe smoke, too. He should stop smoking in the house.

Anne: In general, I agree that people have a right to do what they want in their own house. But not in a case like this. The rest of his family lives there and they have rights, too. Jim should respect their rights by not smoking at home.

Think about the WAY Becky and Anne made their decision--not the decision itself. The way you would consider this issue would be most like:

- A. Becky, since she knows how difficult it would be for Jim to stop smoking at home.
- B. Anne, since she considers both sides of the issue before arriving at a conclusion.
- C. both Becky and Anne, since each one gives reasons for her decision.
- D. neither Becky nor Anne, since neither one explains how you tell whether or not something is right.

12. You want to do some research. Which one of the following is NOT a criterion for selecting useful evidence?

- A. You must know the source of the evidence.
- B. You must be able to relate the evidence to your research question.
- C. You must collect the evidence systematically.
- D. You must be able to gather your evidence quickly.

13. Which of the following pairs contains a question that would be useful for beginning to gather information to make the related comparison?

I. Situation: a student strike and a dockworkers' walkout

Question: Are the participants in the student strike more intelligent than the participants in the dockworkers' walkout?

II. Situation: Maytown in 1970 and Maytown in 1975

Question: Did more people participate in public affairs in Maytown in 1970 than in 1975?

- A. I
- B. II
- C. both I and II
- D. neither I nor II

14.

The car pool group has been a participant system in the past. Two members are forecasting the future of the group.

Jill: Since some of us don't have cars anymore, most of the resources of the group are controlled by the two people with cars. If they decide to, they could turn the car pool into an elite group. Or the rest of us could pay more for gas and the group might continue as a participant group.

Paul: The group already has started to be controlled by the two people with cars. It may become an elite group or it may remain a participant group if the rest of us get cars again. I don't think we'll get cars, so it probably will become elite.

Which student does NOT use the complete alternative futures method?

- A. Jill does not because she does not consider alternative possible futures.
- B. Jill does not because she does not consider the likelihood of the alternative futures.
- C. Paul does not because he does not identify an experience trend in the system.
- D. Paul does not because he does not consider the likelihood of the alternative futures.

15. The entertainment committee has been a participant group in the past. Two members are forecasting the future of the committee.

Gerald: If we get more funds we will have to become a more elite group, because we will need more central control. But if the committee grows much more, we might become a bureaucratic group. Either way, we would have to operate in a different way than we have been.

Harold: Recently, fewer members have been participating and the chairman is running things by himself. If this continues, the committee will become more elite. Or, if the new chairman won't work so hard, we may change to a bureaucratic group. But we'll probably become an elite group, since the group likes strong leaders.

Which person follows all the steps in the forecasting procedure?

- A. Gerald
 - B. Harold
 - C. both Gerald and Harold
 - D. neither Gerald nor Harold
16. Which of the following does NOT state a way in which interdependence can affect political change?
- A. Interdependence can create new political forces.
 - B. Interdependence can organize people to work toward a common goal.
 - C. Interdependence can reveal new problems.
 - D. Interdependence can broaden the scope of change.

17.

Read the description below and look for political change in the alternative experiences which follow.

Each member of the Big Top Circus has a skill that is important to the group's success. Everyone has equal status in the group and decisions on circus matters can be made only when everyone votes in agreement.

- I. Clarence the Clown now has more status than other circus members. But the skills of all members are still important. Clarence's status does not allow him to make decisions without everyone's approval. The circus still runs as it did before.
- II. Timothy the Thin Man has left the circus and Laura the Laughing Lady has joined. Her skills are an important addition to the group. She has the same status and voting rights as the others. Everyone is happy that the circus continues to run as it did before.

Which of the two experiences above is an example of political change?

- A. I
- B. II
- C. both I and II
- D. neither I nor II

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18. Which of the following is ONE way that innovation can affect political change?

- A. Innovation can slow down change by discouraging participation and communication.
- B. Innovation can contribute to change by creating organizational support for new activities in the system.
- C. Innovation can cause change by bringing in things from outside the system which cause responses in the system.
- D. Innovation can contribute to change by providing ways for members to begin to participate in the system.

19. Evaluate the ADVOCATE role in the situation below.

The police officers were trying to decide how to react to the low pay raise they received. Stan said, "I think we should grow beards. That will really drive the mayor crazy. He will have to talk to us about the pay raises." The rest of the police officers thought this was a foolish idea and said that they had no interest in driving the mayor crazy.

Which of the following statements is true about the ADVOCATE role in this situation?

- A. Stan performed an advocate role well because he came up with a new idea.
- B. Stan performed an advocate role well because he got a response from the others.
- C. Stan performed an advocate role poorly because he didn't make his position clear to the others at the meeting.
- D. Stan performed an advocate role poorly because he did not take into account the interests of the others.

20. Which of the following is NOT a criterion for making a good comparison?

- A. You must base your comparison on concepts.
- B. You must compare things on the basis of their chief difference or similarity.
- C. Your comparison must be significant.
- D. You must compare only those things which are truly comparable.

21. Identify the reason for political change in the situation below.

Before 1973 the English department was run by the faculty. Many students were unhappy about some of the policies of the department, but their opinions were ignored by the faculty members. Only the faculty had information and they made all decisions.

In 1973 the students formed an English Club. The club members gave the faculty signed petitions asking for changes. The faculty learned that club members spoke for all students and began to share information with them. The result was more communication between faculty and students, even though the faculty continued to run the department as before.

Why was there political change in this situation?

- A. Because the students were unhappy about the policies of the English department.
- B. Because the club provided organizational support for the students' opinions.
- C. Because the faculty ignored the opinions of the students at first.
- D. Because the political environment caused a situation which students organized to change.

22.

Identify the reason for the political change experience in the situation below.

In 1900 in Smalltown, only the men could vote. They had all of the status and wealth in the town. They voted for policies that favored the interests of men. Women were unhappy about this, but they couldn't change the situation. The issue simply didn't seem important to the men.

In 1918 the U.S. adopted the 20th Amendment and many towns across the nation adopted laws of their own. As a result, women in Smalltown had the right to vote. Women wanted to elect people who favored their interests. They often argued with male politicians about how to do this. Men still had the status and wealth in the town, and things still ran the same. But men saw how important it was to listen to the women.

Which of the following is true about political change in this situation?

- A. Change occurred because women were unhappy with the way things were being run in the town.
- B. Change occurred because women were willing to argue in favor of their ideas.
- C. Change occurred because the political environment focused attention on the women's interests.
- D. Change occurred because women mobilized successfully to get support for their concerns.

23.

Look for an ADVOCATE role in the situation below.

The Bicentennial Committee was making good progress. Albert talked to all the volunteers about activities they could work on. Eve surprised everyone by the way she had done the job assigned to her. Nan didn't have time to do any work yet, but she attended the meetings and knew how she could help out later. Gilbert argued that the committee should raise more money, but no one else thought that would be necessary.

Who performs an ADVOCATE role in this situation?

- A. Albert
- B. Eve
- C. Nan
- D. Gilbert

24.

Which piece of evidence would be MOST useful for testing the following hypothesis?

The executive council of Mumtown keeps citizens well informed about their political activities.

- A. The results of interviews with a random sample of citizens asking their opinions about democracy.
- B. The results of interviews with a sample of citizens who have complained in the past about secrecy in government policies.
- C. Unsigned editorials in important newspapers about government activities.
- D. A survey of a random sample of citizens to find out how much information they have about government activities.

25.

Read the following episode and the student reactions to it.
Think about the way the students considered the episode.

Edna had been called to serve jury duty at the city courthouse. If she served on a jury she would miss work and make less money for that period. On the other hand she felt that, as a citizen, she should serve jury duty if called.

What should Edna do?

Ted: Some people in the class have been saying that it is really important to serve jury duty. I don't buy that. Edna should stay with her job and let someone else serve on the jury.

Bob: I tend to agree with those who say that jury duty is more important than losing some pay. But she is not the only citizen around. It's okay for Edna to refuse jury duty since there are many other people available these days.

Think about the WAY Ted and Bob made their decision--not the decision itself. The way you would consider this issue would be most like:

- A. Ted, since he has very definite opinions about the issue.
- B. Bob, since he gives reasons for his decision.
- C. both Ted and Bob, since each of them understands the importance of not leaving a job.
- D. neither Ted nor Bob, since I disagree with their decisions.